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ABSTRACT

The number of new teachers prepared each year since 1985-1986 has increased, but new teachers hired by Michigan public schools has decreased. This bulletin provides succinct information on teacher supply and demand in Michigan with comparative tables on data for the United States. Charts and graphs depict data on: (1) new teachers prepared and employed; (2) public school enrollment statistics; (3) projected demand for new teachers; (4) demographics--births and projected enrollments; (5) teacher retirements; (6) demand for academic majors, minority teachers, and master's degree candidates; (7) other factors influencing hiring, such as size of school district and geographical location; and (8) teacher salaries. Recommendations for new teachers include: broadening geographical considerations; developing additional endorsements on the teaching certificate; agreeing to supervise several extra-curricular activities; and extending coaching options. (JD)

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Teacher Supply and Demand in Michigan and the United States - 1990

Collegiate Employment Research Institute **June 1990**
Michigan State University

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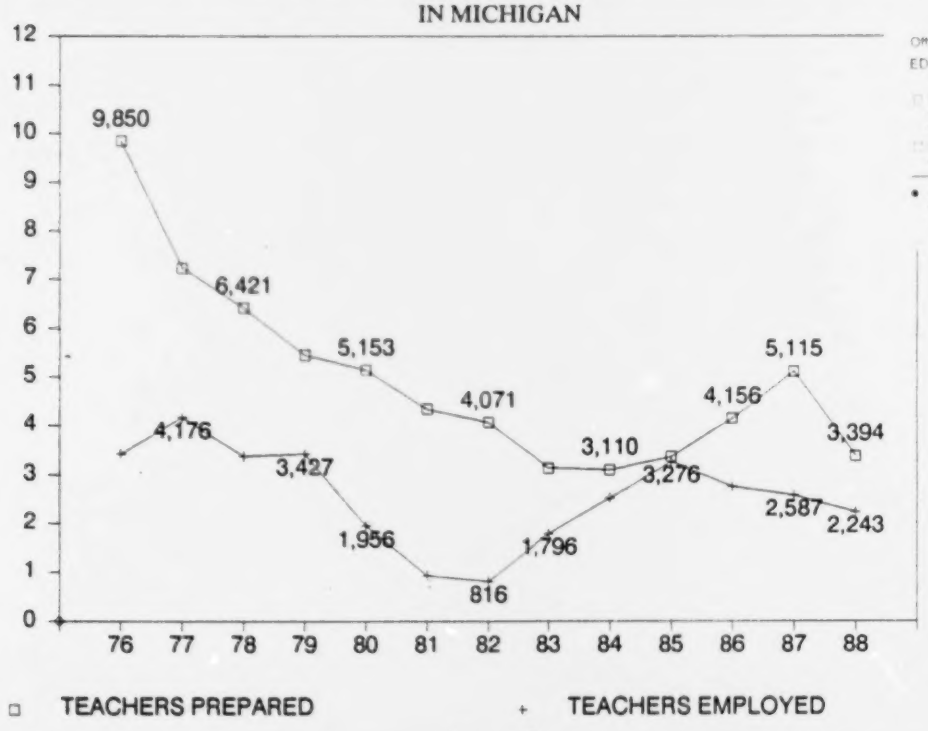
After the news media reported an imminent shortage of teachers in 1985-86 and public officials expressed concern, the job market for new teachers in Michigan began to erode. For a brief time in 1985-86, the market appeared brighter, as new teachers prepared (3,371) approximately equalled new teachers hired (3,276). But the number of new teachers prepared each year since 1985-86 has increased, and new teachers hired by Michigan public school districts has decreased. During 1988-89, only 2,243 new teachers were hired in Michigan while 3,394 new teachers were prepared for a teaching position.

Data, displayed in the accompanying graph, on recent numbers of new graduates and new teachers hired provide an illustration of recent graduation and hiring patterns in the State. An early indication of this trend was noted in 1976-77. From 1985-86 when 3,371 new teachers were prepared and 3,276 new teachers were hired in Michigan public school systems, the job market for new teachers has declined to 2,243 positions (-31.5%), while the number of new teachers prepared by Michigan colleges and universities has increased to 3,394 graduates (Michigan Department of Education, 1990).

NEW TEACHERS PREPARED AND EMPLOYED

IN MICHIGAN



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Source: Michigan Department of Education. 1990. Professional Personnel Reports for 1975-76 to 1988-89. Lansing, MI: Michigan Department of Education. Michigan Department of Education. 1990. Teacher Certification Approvals from 1979-80 to 1988-89. Lansing, MI: Michigan Department of Education.

FOLLOW-UP DATA ON TEACHER EDUCATION GRADUATES

Statewide follow-up data for the 1987-88 academic year confirmed the problems faced by new teacher education graduates in Michigan: unemployment rates for academic majors in teacher education programs ranged from 9% to 30%, and positions accepted outside Michigan accounted for approximately 33% of the teacher education graduates (Scheetz and Gardner, 1989).

SUPPLY OF OUT-OF-STATE TEACHERS

Teachers who received training from out-of-state institutions and were hired by Michigan school districts further impacted the State's teacher labor market. Of the new teachers hired by Michigan public school districts in 1988-89, 216 (9.6%) were prepared by out-of-state colleges and universities. During 1988-89, a total of 1,419 out-of-state candidates were granted teaching certificates by the Michigan Department of Education.

NEW TEACHERS HIRED BY CATEGORY

Recent hiring trends, found in the following chart, shed more light on the situation for new teachers. These data were obtained from the Michigan Department of Education in their report entitled: Teacher Certification Approvals from 1979-80 to 1988-89. In 1988-89, for instance, there were 816 new elementary teachers hired, but 1,868 elementary provisional certificates were issued that same year to new graduates of Michigan colleges and universities. In special education, 373 new teachers were hired, while only 264 certificates were issued to new graduates. In social sciences, 88 new teachers were hired, and 1,092 new certificates were issued.

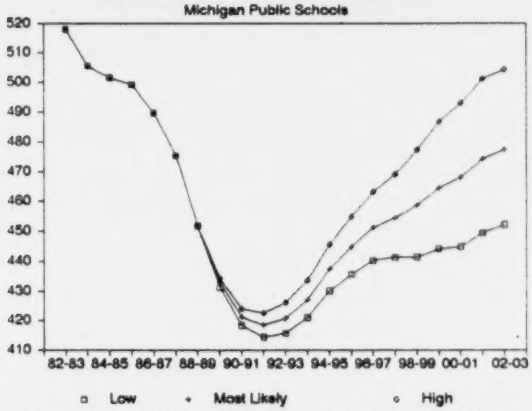
New Teachers Hired and Employed by Michigan Public School Districts in 1988-89

Teaching Categories	New Teachers Hired	Total Teachers Employed
Elementary Education	816	32,223
Special Education	373	12,572
English/Language Arts	142	9,243
Sciences	114	5,272
Mathematics	105	6,139
Music (Vocal & Instrumental)	93	2,683
Physical Educ. & Health	89	4,459
Social Sciences	88	6,254
Foreign Languages	67	1,989
Industrial Arts	50	3,279
Art Education	48	1,959
School Social Workers	43	975
Business/Distributive Educ.	38	2,822
Home Economics	27	1,616
Library Science	22	1,197
School Psychologists	20	789
Counselors	11	2,666
Agriculture	8	170
Media Specialists	6	335
School Nurses	3	182
Other	80	4,228
Total New Hires:	2,243	101,052

Source: Michigan Department of Education. Professional Personnel Report 1988-89 (Lansing, MI.: Michigan Department of Education, 1989).

Declines in high school enrollment (9-12) are expected through 1991-92, and then increases are likely to occur through 2002-03 according to Hecker and Ignatovich (1990). In 1988-89, 451,696 students were enrolled in Michigan public school systems at the high school level (9-12). By 1991-92, student enrollment is expected to decrease and reach 418,539, and then increase to 477,292 by 2002-03.

High School Enrollment Projections



Source: Hecker, Stanley E. and Frederick R. Ignatovich. 1990. Michigan Total and public Enrollment Projections based on 1982-83 through 1988-89 Membership Data. East Lansing, Mi: College Of Education, Michigan State University

Demand for teachers is expected to follow these enrollment curves quite closely, with increases in demand for elementary teachers beginning in 1984-85 and continuing through 1993-94. At the junior high/middle school levels, demand for teachers is expected to reach its lowest level in 1988-89 and then increase through 1999-2000. At the high school level, demand for teachers is expected to decrease through 1991-92 and then increase through 2002-2003.

CHANGES IN PUPIL ENROLLMENTS

WITHIN OTHER STATES

Elsewhere in the United States, pupil enrollments have varied considerably from state to state. Most prominent among those states with the most significant increases in enrollments from 1985 to 1988 were Nevada (+12.18%), Florida (+9.60%), Arizona (+9.06%), Mississippi (+7.76%), California (+7.38%), and Utah (+6.11%). Continuing the list were Washington (+5.34%), Vermont (+5.10%), New Hampshire (+4.98%), Minnesota (+4.33%), New Mexico (+4.31%), Georgia (+4.21%), and Texas (+4.10%). Michigan ranked 42nd with an enrollment decrease of 1.49% from 1985 to 1988.

Percent Change in Public School Enrollment from 1985 to 1988 By State

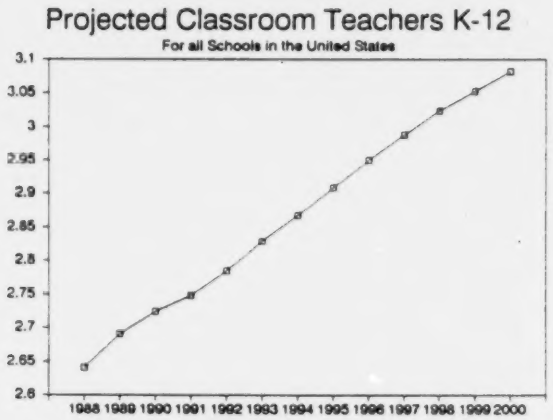
States	Percent	Totals
Nevada	12.18	176,500
Florida	9.60	1,724,939
Arizona	9.06	655,583
Mississippi	7.76	503,326
California	7.38	4,580,105
Utah	6.11	429,551
Washington	5.34	790,918
Vermont	5.10	95,049
New Hampshire	4.98	169,415
Minnesota	4.33	728,015
New Mexico	4.31	276,817
Georgia	4.21	1,111,365
Texas	4.10	3,284,179
Delaware	3.91	96,678
Kansas	3.84	426,596
Oregon	3.09	461,800
Maryland	2.58	689,337
South Dakota	2.10	126,534
Hawaii	1.99	67,227
Tennessee	1.75	829,898
South Carolina	1.74	15,500
Colorado	1.69	560,081
Idaho	1.49	214,615
Missouri	1.43	806,639
Virginia	1.42	982,081
Nebraska	1.13	268,870
Wisconsin	0.88	774,857
Maine	0.76	208,404
Arkansas	0.68	436,387
Illinois	0.62	1,787,888
District of Columbia	0.51	87,539
Alaska	0.27	107,738
North Dakota	0.17	118,176
Rhode Island	0.10	133,585
Alabama	-0.06	730,032
Indiana	-0.79	958,530
Ohio	-0.83	1,778,662
Kentucky	-0.98	637,627
North Carolina	-1.09	1,081,138
New York	-1.10	2,580,000
Pennsylvania	-1.14	1,654,580
Montana	-1.40	151,944
Michigan	-1.49	1,655,400
Iowa	-1.51	478,200
Connecticut	-1.66	464,719
Oklahoma	-2.58	581,000
Louisiana	-2.77	782,900
Massachusetts	-2.99	816,811
New Jersey	-3.27	1,080,868
Wyoming	-5.10	97,793
West Virginia	-6.55	335,912
United States	2.05	40,292,308

Sources: National Education Association. Estimates of School Statistics, 1989-90. Washington, D.C.: National Education Association

TOTAL INSTRUCTIONAL STAFF

Changes for the United States and Individual States

According to the National Center for Education Statistics (1989), total instructional staff, nationally, are expected to increase from 2,641,000 in 1987-88 to 3,082,000 in 1999-2000.



Source: Hecker, Stanley E. and Frederick R. Ignatovich. 1990. Michigan Total and public Enrollment Projections based on 1982-83 through 1988-89 Membership Data. East Lansing, Mi: College Of Education, Michigan State University

At the same time, projected demand for new teachers (both elementary and secondary) throughout the United States is expected to increase from 216,000 per year needed in 1988-89 to 243,000 in 1999-2000.

Source: Hecker, Stanley E. and Frederick R. Ignatovich. 1990. Michigan Total and public Enrollment Projections based on 1982-83 through 1988-89 Membership Data. East Lansing, Mi: College Of Education, Michigan State University

Total instructional staff for individual states are also expected to vary quite significantly. As evidence, changes from 1984-85 to 1988-89 are noted in the accompanying table. Experiencing the most significant increases in total instructional personnel were Nevada (+18.63%), Maine (+16.58%), Florida (16.56%), Rhode Island (15.72%), Georgia (12.74%), and Texas (12.17%). Also gaining substantial new instructional personnel were Utah (+11.54%), California (+11.13%), Hawaii (+11.06%), North Carolina (+10.82%), and Washington (10.03%). Michigan ranked 24th with an increase of 7.09%.

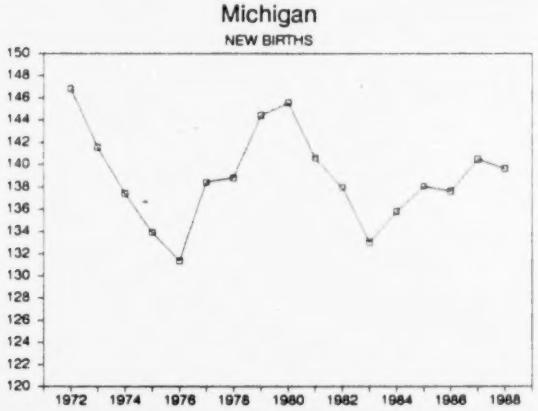
FINANCING FOR SCHOOL SYSTEMS

Another major factor influencing the labor market for new teachers appears to center on the financial situation in many local school districts. Budgets are tight, according to numerous school district administrators, but even with pressing needs for new faculty, school districts are financially unable to pay for more new staff. Besides finances, state and national demographics also influence the demand for teachers. The purpose of this report is to present an overview of the current labor market for teachers in Michigan and to explore possible employment options for students who will soon graduate with teacher education degrees from Michigan's colleges and universities.

DEMOGRAPHICS

Births Each Year

The number of children born each year will probably most affect the future demand for new teachers in Michigan. Since 1976, when 131,378 children were born in Michigan, births have fluctuated, moving higher between 1977 and 1980 before falling again in the early 1980's. The drop in births between 1980 and 1983 corresponded to a period when economic conditions in Michigan forced many families of the child-bearing age group out of the state or caused them to delay having children. In recent years, these families have returned or have started their families. Since 1983, when 133,026 children were born, births steadily increased to 140,466 in 1987, before falling slightly again to 139,635 in 1988.



Source: Hecker, Stanley E. and Frederick R. Ignatovich. 1990. Michigan Total and public Enrollment Projections based on 1982-83 through 1988-89 Membership Data. East Lansing, Mi: College Of Education, Michigan State University

Changes in Births 1978 to 1986 By State

State	Percent Change
Florida	48.41%
Nevada	47.04%
Maryland	44.19%
Arizona	41.52%
Alaska	39.02%
California	35.39%
New Hampshire	28.63%
Texas	26.60%
Colorado	23.90%
Virginia	23.40%
Connecticut	21.20%
New Jersey	19.99%
Washington	18.86%
Vermont	17.79%
New Mexico	17.73%
Massachusetts	16.89%
Oklahoma	14.40%
Georgia	14.17%
Rhode Island	14.08%
Kansas	12.85%
New York	12.34%
Maine	9.23%
Hawaii	9.22%
North Carolina	9.00%
South Carolina	8.70%
Delaware	8.48%
Wisconsin	5.77%
Wyoming	5.69%
Minnesota	5.45%
Pennsylvania	4.99%
Louisiana	3.90%
Illinois	2.92%
Arkansas	1.69%
Alabama	0.47%
Missouri	-0.03%
Michigan	-0.20%
Ohio	-1.88%
Oregon	-2.86%
Montana	-3.84%
Nebraska	-3.93%
South Dakota	-4.04%
Indiana	-5.02%
Mississippi	-5.16%
Tennessee	-5.69%
Utah	-8.42%
North Dakota	-10.78%
Kentucky	-11.15%
Idaho	-12.87%
Iowa	-13.80%
West Virginia	-21.85%

Source: National Center for Health Statistics. Monthly Vital Statistics Report, Vol. 37, No. 7, October 19, 1988.

When compared to the rest of the United States, Michigan's births are decreasing at a rate of 0.20%, while births in most other states are increasing. In Florida, Nevada, Maryland, Arizona, Alaska, and California, births have increased at rates exceeding three percent per year.

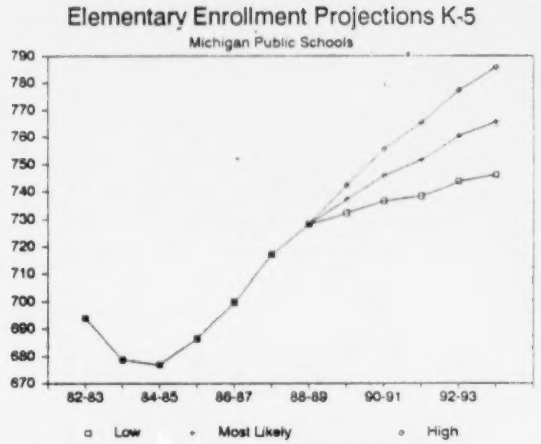
Source: Hecker, Stanley E. and Frederick R. Ignatovich. 1990. Michigan Total and public Enrollment Projections based on 1982-83 through 1988-89 Membership Data. East Lansing, Mi: College Of Education, Michigan State University

Also experiencing significant increases in births are the states of New Hampshire, Texas, Colorado, Virginia, Connecticut, New Jersey, Washington, Vermont, New Mexico, and Massachusetts. From these data, it can be assumed that demand for new teachers in these states may increase during the next decade.

PUPIL ENROLLMENT

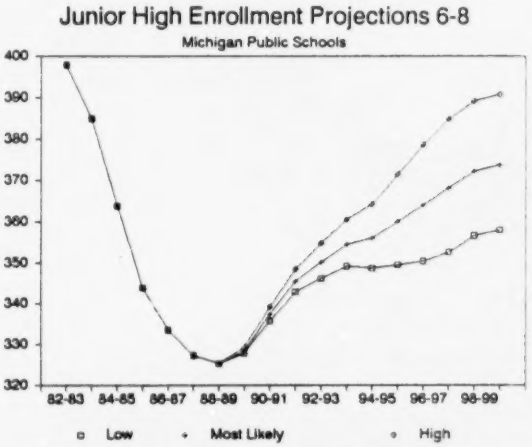
Enrollment projections are another indicator of probable demand for teachers. Assuming that children enter kindergarten five to six years after birth, the demand for teachers, at least at the elementary school level, can be predicted with some accuracy. According to Hecker and Ignatovich (1990), children born in 1988 are likely to enter the kindergarten in 1993-94. From these data, it appears likely that more elementary teachers will be needed in Michigan.

Enrollment in public school systems at the elementary grade levels (K-5) increased from 676,910 in 1984-85 to 728,119 in 1988-89 (Hecker and Ignatovich 1990). According to projections by these authors, elementary enrollment (K-5) will likely continue to increase through 1993-94, expected to reach 765,646 by that time.



Source: Hecker, Stanley E. and Frederick R. Ignatovich. 1990. Michigan Total and public Enrollment Projections based on 1982-83 through 1988-89 Membership Data. East Lansing, Mi: College Of Education, Michigan State University

For junior high/middle school grades (6-8), enrollments in Michigan public school systems are expected to increase from the 325,293 students in 1988-89 (Hecker and Ignatovich 1990). Most likely, enrollment will begin to increase in 1989-90, and continue to increase through 1999-2000 (373,679 students). According to Hecker and Ignatovich, this junior high/middle school enrollment increase is anticipated as more elementary students matriculate to this level during the early 1990's.



Source: Hecker, Stanley E. and Frederick R. Ignatovich. 1990. Michigan Total and public Enrollment Projections based on 1982-83 through 1988-89 Membership Data. East Lansing, Mi: College Of Education, Michigan State University

Total Instructional Staff in Public School Systems by State 1988-89

States	Total	Percent
Nevada	10,098	18.63%
Maine	16,654	16.58%
Florida	115,530	16.56%
Rhode Island	10,255	15.72%
Georgia	66,357	12.74%
Texas	215,469	12.17%
Utah	20,796	11.54%
California	223,467	11.13%
Hawaii	10,799	11.06%
North Carolina	71,099	10.82%
Washington	44,912	10.03%
Mississippi	30,366	9.42%
Arkansas	29,321	9.24%
Kentucky	40,196	8.79%
Colorado	34,971	8.47%
Virginia	70,252	8.08%
Maryland	47,207	8.00%
Connecticut	41,270	7.85%
Tennessee	49,630	7.69%
Arizona	37,306	7.38%
Minnesota	47,711	7.31%
Wisconsin	54,080	7.17%
Missouri	58,782	7.12%
Michigan	100,920	7.09%
New York	203,600	7.05%
Kansas	32,070	7.01%
New Mexico	17,346	6.94%
Alabama	43,281	6.58%
New Hampshire	12,564	6.43%
Delaware	6,650	6.37%
New Jersey	93,161	6.13%
Louisiana	49,420	5.51%
Indiana	60,145	4.53%
South Dakota	9,297	4.04%
South Carolina	40,060	4.00%
Vermont	7,925	3.24%
Idaho	11,658	2.58%
Nebraska	20,204	2.17%
Ohio	113,353	1.91%
Illinois	113,932	1.80%
Massachusetts	65,694	1.33%
Pennsylvania	116,052	0.99%
Iowa	33,423	-0.20%
Alaska	6,930	-0.73%
North Dakota	8,420	-1.39%
Oregon	29,354	-1.61%
Montana	10,919	-1.68%
West Virginia	24,949	-2.46%
Oklahoma	38,300	-3.33%
Wyoming	7,375	-8.10%
District of Columbia	6,017	-11.36%
United States	2,629,556	6.97%

Source: National Education Association. 1990. Estimates of School Statistics 1989-90. Washington D.C.: National Examination Association.

Also expected to influence the demand for new and replacement teachers is the number of retirements among current public school teaching staff. When incentives were offered to public school professional personnel by the Michigan Public School Employee's Retirement System during 1985 to 1987, retirements increased, reaching 8,502 in 1987.

Source: Hecker, Stanley E. and Frederick R. Ignatovich. 1990. Michigan Total and public Enrollment Projections based on 1982-83 through 1988-89 Membership Data. East Lansing, MI: College Of Education, Michigan State University

After the program expired in 1988, retirements decreased to 4,608, and then increased again in 1989 to 5,622. According to officials in the Michigan Department of Education, 20-25% of the current teaching staff are eligible for retirement. If even 10 percent of the current 90,978 teachers in Michigan decided to retire, demand would substantially exceed supply.

Elementary and Secondary Teacher Education Report
Based on Supply and Demand for Graduation in 1989-90

Relative Demand Categories:

LOW / SUPPLY HIGH DEMAND

Agricultural Education
Chemistry
Earth Science
Emotionally Disturbed
Industrial Arts
Learning Disabilities (M.S. & exp.)
Mathematics
Physics
School Psychologist/ Diagnostician (Ed.S or Ph.D)
School Social Worker (M.S.)

POSSIBLE SHORTAGE / GOOD DEMAND

Business Education
Counseling (M.S. & 3 yrs. exp.)
Data Processing
Deaf Education
Distributive Education
Driver Education
General Science
Librarian
Mentally Handicapped
Physical Science
Reading Education
Speech Correction (M.A. req.)
Visually Handicapped
Swimming Coaching
Wrestling Coaching

NEAR BALANCE

Art
English
French
Home Economics
Instrumental Music
Journalism
Physically Handicapped
Spanish
Vocal Music
Football Coaching
Basketball Coaching

ADEQUATE SUPPLY

Child Development
Elementary Education
German
History
Social Studies
Baseball Coaching
Golf Coaching
Tennis Coaching
Track Coaching

SURPLUS

Biology
Conservation/ Natural Resources
Economics
Geography
Health
Latin
Physical Education
Political Science
Psychology
Recreation
Sociology
Speech
Theatre

Definitions:

Low Supply / High demand: Many more positions than college graduates.
Possible Shortage / Good Demand: A few more positions than graduates.
Near Balance: Approximately as many positions as college graduates.
Adequate Supply: A few more college graduates than positions.
Surplus: Many more college graduates than positions.

DEMAND FOR TEACHERS

Academic Majors in Demand

Demand for new teachers varies significantly, depending upon the ratio of available supply to demand. Most notable among the academic majors in high demand/low supply are learning disabilities teachers (M.S. & experience required); school psychologists/ diagnosticians (Ed.S. or Ph.D. required); school social workers (MSW required); and teachers of mathematics, agricultural education, chemistry, earth science, industrial arts, physics, and classes for the emotionally disturbed.

Good demand/possible shortage is currently experienced by teachers of general science, physical science, business education (especially typing and shorthand) and computer science/data processing. Counselors (M.S. & 3 years teaching experience); school librarians; speech correctionists (M.A. required); and teachers of deaf education, distributive education, mentally handicapped, reading instruction, and visually handicapped also fall into this category.

Near balance/supply equal demand describes the job market situation for teachers of English, art, French, home economics, instrumental music, journalism, physically handicapped, Spanish, and vocal music.

Adequate supply/some oversupply can be expected for teachers in elementary education, child development, German, history, and social studies.

A surplus condition is currently experienced by teachers of biological science, conservation/natural resources education, economics, geography, government, health, Latin, physical education, political science, psychology, sociology, speech/communications, and theatre.

DEMAND FOR MINORITY TEACHING CANDIDATES

A critical shortage of minority teachers still exists throughout the United States and in most Michigan school districts. According to the Michigan Department of Education, only eight percent of Michigan college graduates receiving teaching certificates between 1981 and 1987 belonged to a minority group (Ventocilla 1990). Since only a small percentage of new teachers are currently minorities, recruitment of these individuals is highly competitive. To attract more minority students for careers in education, extraordinary efforts are needed, as suggested in a recent issue of the Phi Delta Kappa newsletter. Their suggestions are provided in the accompanying list.

RECRUITING MINORITIES INTO EDUCATION

Options Identified by a Task Force of Phi Delta Kappa Members

- Develop and disseminate materials promoting teaching as a career and emphasizing needs and opportunities for minorities.
- Identify and publicize teacher education programs that have proven successful for recruitment and training of minorities for careers in education.
- Compile and disseminate information on available scholarships and financial aid.
- Identify successful minority educators and send them to schools, colleges, and universities to speak on the importance of minorities in education.
- Encourage programs designed to attract minority students to careers in education.
- Design recruitment programs targeted at adult minorities who are seeking career changes or second careers (i.e. community college students and military personnel).

Source: "Task Force Identifies Options for Recruiting Minorities in Education," Phi Delta Kappa News, Notes, and Quotes, Fall, 1988, p.2.

DEMAND FOR MASTER'S DEGREE CANDIDATES

Depending upon field of preparation, a master's degree can sometimes be a detriment for someone seeking teaching job opportunities in today's employment market. For instance, individuals seeking elementary teaching positions in most districts will be rewarded for three to five years of experience, but a master's degree might actually price them out of the market. School districts with restricted budgets may be unable or unwilling to pay the higher salaries required for teachers with advanced degrees. When advising graduating students on strategies for career planning, it might be advisable to first obtain a position and then pursue a graduate degree.

The opposite can be expected for individuals seeking job opportunities as counselors, teachers of the learning disabled, or speech correctionists. For these positions, master's degrees are generally required.

OTHER FACTORS INFLUENCING HIRING

Size of School District

According to a recent study by ASCUS (Research Committee 1988), the greatest need for teachers exists in very small (those with fewer than 500 students) and in moderately large school districts (those with 7,500 to 10,000 students). Very large school districts (those enrolling 10,000 or more students) have reported very few categories where teachers are needed. Assuming this trend continues, small and moderately large school districts are likely to have more job openings in the near future.

Geographical Location

Geographical location also influences the supply and demand situation for teachers. In the ASCUS study, two of eight geographical regions in the United States emerged with significantly more areas of teacher shortage. Those were the Northeastern states (the New England states) and the South Central states (Arkansas, Louisiana, Oklahoma, and Texas). The Northwestern states and the Great Lakes states (including Michigan) have been experiencing the greatest oversupply of teachers.

STARTING SALARY AVERAGES AND AVERAGE SALARIES OF TEACHERS

When considering career options, some individuals may be swayed by starting salary averages. For teachers graduating in 1989-90, starting salaries are expected to average about $20,650 (Scheetz 1989). Averages for other academic majors are also provided in the chart below.

ESTIMATED STARTING SALARIES FOR NEW COLLEGE GRADUATES OF 1989-90

Bachelor's Degree Graduates

Academic Majors	Estimated Starting Salary for 1989-90*
Chemical Engineering	$33,380
Mechanical Engineering	$32,256
Electrical Engineering	$32,107
Computer Science	$31,389
Industrial Engineering	$30,557
Physics	$28,777
Civil Engineering	$27,707
Nursing	$27,358
Accounting	$27,051
Chemistry	$25,938
Mathematics	$24,968
Financial Administration	$24,359
Marketing/Sales	$24,100
Geology	$24,080
Agriculture	$22,802
General Business Admin.	$21,845
Social Science	$21,310
Personnel Administration	$21,033
Telecommunications	$20,880
Communications	$20,735
Education	$20,650
Hotel, Rest. Inst. Mgt.	$20,553
Liberal Arts/Arts & Letters	$20,244
Advertising	$19,662
Retailing	$18,909
Natural Resources	$18,840
Journalism	$18,255
Human Ecology/Home Economics	$18,157

Scheetz, L. Patrick. 1989. Recruiting Trends 1989-90. East Lansing, MI. Collegiate Employment Research Institute, Michigan State University.

For others, average salaries of teachers might influence their career decisions. Data for each of the United States and each geographical region are provided.

AVERAGF TEACHER SALARIES 1989-90

Region and State	Average Salary Teachers	Percent of Increase Over 1988-89	Salary Rank
NEW ENGLAND	$34,499	7.1%	
Connecticut	40,496	8.4	2
Maine	26,881	7.8	36
Massachusetts	34,225	6.3	10
New Hampshire	28,939	8.4	25
Rhode Island	36,057	5.3	7
Vermont	28,798	6.3	26
MIDEAST	36,385	6.2	
Delaware	33,480	6.0	11
Dist. of Columbia	36,450	0.4	5
Maryland	36,092	6.5	6
New Jersey	36,030	9.1	8
New York	38,800	5.9	4
Pennsylvania	32,809	5.0	13
SOUTHEAST	26,948	5.4	
Alabama	25,500	1.2	39
Arkansas	22,009	2.9	50
Florida	28,525	5.7	28
Georgia	27,892	3.6	30
Kentucky	26,275	5.4	38
Louisiana	22,993	2.3	48
Mississippi	24,363	7.9	43
North Carolina	27,814	8.1	31
South Carolina	27,076	5.7	34
Tennessee	27,052	5.6	35
Virginia	30,926	7.4	18
West Virginia	22,842	4.3	49
GREAT LAKES	32,687	5.0	
Illinois	33,014	6.0	12
Indiana	30,493	4.0	22
Michigan	36,010	4.6	9
Ohio	31,170	5.1	17
Wisconsin	32,320	5.0	14
PLAINS	27,850	4.6	
Iowa	26,747	3.8	37
Kansas	28,671	4.8	27
Minnesota	32,190	5.0	15
Missouri	27,229	4.7	33
Nebraska	24,751	3.8	42
North Dakota	23,016	3.4	47
South Dakota	21,300	3.8	51
SOUTHWEST	27,064	3.7	
Arizona	29,600	3.9	24
New Mexico	25,120	5.1	40
Oklahoma	23,070	3.1	46
Texas	27,502	3.7	32
ROCKY MOUNTAINS	27,101	3.3	
Colorado	30,700	3.9	19
Idaho	23,494	3.3	45
Montana	25,081	2.7	41
Utah	23,652	3.5	44
Wyoming	28,184	1.8	29
FAR WEST	36,707	10.1	
Alaska	43,153	3.4	1
California	38,996	12.4	3
Hawaii	32,047	4.1	16
Nevada	30,587	6.1	20
Oregon	30,563	4.0	21
Washington	30,475	4.4	23
50 States and D.C.	$31,304	5.9%	

Source: NEA Estimates, National Education Association, 1990.

Teacher Recruitment Fair

To assist school districts in Michigan and throughout the United States with their recruitment efforts, the five largest institutions preparing teachers in Michigan are sponsoring Teacher Recruitment Days during April of each year. At this program, school district representatives from many states around the country and Michigan have an opportunity to meet and interview Michigan's new teacher education graduates and alumni candidates. For additional details regarding this program, contact: L. Patrick Scheetz, Assistant Director of Career Development and Placement Services, Michigan State University, 113 Student Services Building, East Lansing, Michigan 48824 or telephone: (517) 355-9510.

Summary

The best advice anyone can give new teachers graduating this year is to: (1) broaden your geographical considerations--many excellent jobs are available in other parts of the country; (2) develop additional endorsements on your teaching certificate, especially academic majors in high demand, and offer to teach in your minor subject areas; (3) agree to supervise several extra-curricular activities; and (4) extend your coaching options. Job opportunities will be available in Michigan school districts, but individuals who are flexible and can offer several options will have better chances of being hired.

Resources:

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National Education Association. 1990. **Estimates of School Statistics- 1989-90.** Washington, D.C.: National Education Association.

Research Committee, Association for School, College, and University Staffing. **Teacher Supply and Demand in the United States: A Look Ahead.** Addison, IL : ASCUS, 1988.

Scheetz, L. Patrick. 1989. **Recruiting Trends 1989-90.** East Lansing, MI.: Collegiate Employment Research Institute, Michigan State University.

Scheetz, L. Patrick and Philip D. Gardner. 1989. **Employment Survey of Michigan College Graduates: Report of Destinations, Average Starting Salaries, and Unemployment - 1987-88.** East Lansing, MI: Michigan State University.

"Task Force Identifies Options for Recruiting Minorities in Education," **Phi Delta Kappa News, Notes, and Quotes,** Fall, 1988, p.2.

Ventocilla, Mark. 1990. "Michigan colleges not turning out minority teachers," **State News,** April 23, p. 1.

The Collegiate Employment Research Institute was established by Michigan's Legislature in 1984. The Institute is charged with the task of examining issues on career development and employment for college graduates. Various projects are underway, including the study covered in this report, to provide information to educators and counselors for program development. If you have any questions on this study or any Institute project, please contact the Institute directly.

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